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# THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME XXVIII

NOVEMBER, 1920

NUMBER 9

## Educational News and Editorial Comment

### STATISTICS OF HIGH SCHOOLS

The Bureau of Education has issued a special news bulletin which gives a summary of the year's statistics on high schools. A section of this bulletin is quoted as follows:

There are in the United States to-day nearly 17,000 public high schools, an increase of more than 452 per cent since 1890, and a clearer conception of this immense increase may be gained by noting the fact that every day of the last 28½ years has witnessed the establishment of a public high school.

In 1890, when statistics of public and private high schools were first treated separately, only 60.8 per cent of the high schools of the country were under public control, while in 1918 87 per cent were so reported. In 1890 also 68 per cent of all high-school students were enrolled in public schools, which percentage rose to 91.2 in 1918.

One-half of the 13,951 public high schools reporting to the Bureau of Education have an enrollment of between 27 and 100 students, but it is of interest to note that a few high schools have a very large enrollment. Altogether 632 schools enroll over 500 students each and 278 enroll over 1,000 each.

Upon the size of the high schools depends the possibility of offering a narrow or an enriched program of studies, for with the large high school comes a larger teaching staff and an opportunity to offer commercial, home economics, manual training, and trade work, while the smaller high schools, with only two or three teachers, cannot hope to offer so great a variety of training and usually limit their activities to the academics, with possibly a small amount of work in

agriculture. Athletics, too, must necessarily be restricted in these smaller schools.

The five largest high schools in the United States reporting to the Bureau of Education in 1917-18, according to figures compiled by Mr. H. R. Bonner, of the bureau, are:

(1) Polytechnic Evening High School (for boys), Los Angeles, Calif.; enrollment, 8,440.

(2) Commercial High School (for boys), Brooklyn, N.Y.; enrollment, 7,508.

(3) Morris High School (co-educational), New York, N.Y.; enrollment, 6,733.

(4) Washington Irving High School (for girls), New York, N.Y.; enrollment, 5,785.

(5) Stuyvesant High School (for boys), New York, N.Y.; enrollment, 5,325.

The number of city high schools constitutes less than 10 per cent of the total number of high schools, but they enroll 52 per cent of the total number of students. Almost 85 per cent of the high schools are rural, but such schools enroll only about 40 per cent of the students.

The average size of a city high school is 653 students, while that of a rural high school is only 59. The village high schools occupy an intermediate position.

More than 76 per cent of all high schools offer a four-year course, and in these schools are enrolled more than 95 per cent of the total number of students. It is highly significant that only 5 per cent of the students attending high school do not have the advantage of taking a four-year high-school course, and as many of the three-year high schools annually evolve into four-year high schools, even this meager 5 per cent is now unquestionably too large.

While 76.2 per cent of all high schools offer a four-year course, 64.5 per cent of these are open from 161 to 180 days during the year. The number of three-year course schools is surprisingly large, but represents only a small percentage of the number of students.

Three hundred and eighty-eight schools have a term of 140 days or fewer, and of these 60 are in Indiana, 50 in North Carolina, 49 in Pennsylvania, and 63 in Texas. Altogether 9,186 high-school students have a term no longer than 140 days, and 2,179 schools with enrollments of 83,097 students run from 141 to 160 days, of which schools 99 are in Florida, 472 in Indiana, 147 in Missouri, 193 in North Carolina, 285 in Ohio, 300 in Pennsylvania, 174 in Texas, and 120 in Virginia. From these facts it is seen that very many schools in certain states are maintained not more than eight months in the year.

Since 1902 the number of women teachers has been increasing much more rapidly than the number of men teachers; in fact, at the present time only about 34 per cent of all high-school teachers are men.

In 1890 only 9,120 high-school teachers were employed, but in 1918 there were 81,034 teachers engaged for purely secondary-school work (omitting

instructors in the elementary grades of junior high schools). With the development of the present high-school movement many new teaching positions have been created, and in the past 28 years this demand for high-school teachers has increased eight-fold.

The teaching load, or the average number of students to a teacher has decreased from 25.5 in 1900 to 20.3 in 1918, which decrease implies that the high schools are gradually giving a greater opportunity for more intensive work.

Nevada has fewer students to a teacher than any other state in the Union, and Georgia has a larger number of students to a teacher than any other state.

Rural high schools have generally small teaching loads, and the teaching load in city high schools quite frequently extends beyond 25, indicating that large high schools have a tendency to overload the teaching force.

The total number of high-school students (including 90,448 pupils in the elementary grades of junior high schools) enrolled in the 13,951 high schools from which these statistics were prepared is 1,735,619. If these students were stationed at intervals of 3 feet, they would form a line 983 miles long, which would reach from Washington, D.C., to Kansas City.

Many of the high-school buildings cost thousands of dollars to erect, and to use the property for only 180 days out of 365 is bad management. To keep boys and girls in school for 180 days during the year and to allow them to spend their time idly the balance of the year is also poor judgment.

To solve such vital school problems, a longer school term is unmistakably foreshadowed.

In 1890 only 3.2 persons in each 1,000 of the population were enrolled in public high schools; in 1918 the corresponding number was 15.6, or almost five times as great a proportion. In California 27 persons out of each 1,000 in the population are found in high schools; almost as high a proportion is found in the high schools of Kansas. Thus it is demonstrated that it is possible for as much as 2.7 per cent of the population to be enrolled in high schools. In South Carolina the corresponding number is only 0.53 per cent. Thus it is seen that California has over five times as great a proportion of its population getting a high-school education as has South Carolina. Similar percentages for Arkansas and Mississippi are less than one-fourth of those for California or Kansas.

Rather large percentages of four-year schools and city high schools offer a course in teacher training, but relatively few students enroll in this course. Large percentages, too, of such schools offer a commercial course, in which the percentage of enrollment is relatively high. A slightly higher percentage of boys than of girls take this course. Relatively large percentages of high schools offer courses in agriculture, but only a small percentage of students take such courses.

The home-economics courses are usually taken by girls and the manual-training courses by boys. The manual-training work is confined very largely to the four-year, the city, and the village high schools. Few high schools offer trade courses, and correspondingly few students take these courses.

From a historical viewpoint it is interesting to note that the number of high-school graduates has increased from 21,882 in 1890 to 224,367 in 1918, an increase of more than 925 per cent in this period. Considering the increase in population within these 28 years (62,622,250 in 1890 and 105,253,300 in 1918), it is found that we are becoming over six times as well educated, measured in terms of high-school graduation. The number of girls graduating has always exceeded the number of boys.

About one-tenth of the people of the United States are now receiving the benefits of a complete high-school education.

More than one-fourth of the youth of Vermont are now completing a high-school course; in Maine 23 per cent reach this standard, while in South Carolina only 1.44 per cent of its population attain this end. In Arkansas the corresponding percentage is 2.88. In general, the southern states rank low in this respect.

#### SCHOOL FINANCE

At a recent meeting of the city school superintendents held in Madison, Wisconsin, statistics were collected to show the increases in school-budget requests for the coming year as contrasted with those of a year ago. At the same time figures were collected showing the assessed valuation of property in the cities reporting. Not all of the statements are usable for comparison. The following series of figures is compiled for the fifteen cities included in the list which have budgets of more than \$100,000 and put in complete returns comparable with those of last year.

Per cent of increase in budget asked for in October, 1920, as compared with that asked for in October, 1919	Per cent of increase in assessed valuation
71 . . . . .	44
15 . . . . .	41
64 . . . . .	43
38 . . . . .	—1
70 . . . . .	71
45 . . . . .	11
79 . . . . .	23
67 . . . . .	11
54 . . . . .	19
72 . . . . .	12
100 . . . . .	25
74 . . . . .	20
39 . . . . .	9
22 . . . . .	1
29 . . . . .	15
Average	56
	23

The impressive fact which is shown by this table is that the increases in requests for money with which to conduct schools are on the average more than twice as great as increases in the value of property. These fifteen cities of Wisconsin are undoubtedly typical of all parts of the country.

There are two possible consequences which may issue from the conditions represented by these figures. We may see in the near future a refusal on the part of communities to meet the requests of school officers. This action will be explained by communities, if it is taken, as due to inability to raise the taxes without destroying property. It is pointed out by observing school men that a tendency is beginning to show itself now to organize in increasing numbers private schools to which the well-to-do can send their children in anticipation of the probable inability of many communities to meet the new scale of costs which will have to be set up if public schools are to give satisfactory education.

The other possibility is that communities will make some readjustment in their taxing systems so as to secure funds for public schools. The simple expedient of waiting for property values to increase will evidently not serve as a solution of present-day problems. The familiar device of increasing the tax rate will not be possible of adoption in many quarters. There will have to be a fundamental revision of the taxing system.

The school people of the country must face these possibilities and assume leadership in making new plans. The facts are clear. School finances are in difficult straits. The future is by no means clear and calls for the highest wisdom.

#### THE SMITH-TOWNER BILL

The bulletins of the National Education Association announce that a renewed campaign is to be made to get the Smith-Towner Bill before the congress which meets in December. Committees are being organized in different parts of the country to interest citizens in the bill and to prepare as vigorous a lobby as possible to push it with representatives and senators. Great stress is laid on the fact that the parochial-school interests are opposed to the bill, and it is asserted that the bill is being misrepresented by some who

say that it will centralize control. The friends of the bill are sure that the present draft of the bill is wholly innocent of any centralization and has the universal indorsement of teachers.

It is certainly desirable that the bill should be pushed. If there is to be any federal legislation on education, it ought to come soon. The cities of the country are in financial straits. State departments of education will have to ask legislatures this winter for a great deal of school legislation, and there will have to be much energy devoted to the consideration of general educational policies. The fact that federal money has been expected by teachers since the fall of 1918 and that a responsible commission of the National Education Association has again and again promised speedy action by congress has unquestionably retarded legislation in the states. Either federal aid is coming or it is not, and the sooner promises of action are made good the better it will be for schools.

It is frankly admitted by representatives in congress that the bill will have to be amended before it can secure favorable consideration. Why should the National Education Association commission fail to initiate general discussions of sections of the bill which will bring out the intelligent opinion of those who are friendly to federal legislation but unfavorable to the present bill? It is not advantageous for this bill that it should be thought of as in its final form. There are many teachers who are anxious to take up the consideration of the lines of revision which will make the bill a workable law.

Teachers do not want a federal law passed that makes possible a division of schools into vocational and academic. Teachers want one undivided educational system in America, and they will not be favorable to any bill that does not provide such a system. Let all who are interested take notice.

Teachers do not want a federal department of education with such meager resources that it cannot be in the fullest sense of the word a national center of investigation and leadership. The funds provided in the present bill for the new department are inadequate. Let all who are interested take notice.

Teachers do not want a federal department which has no supervisory powers to bring backward states into line. Teachers

are in favor of those clauses in this bill which compel delinquent states to provide compulsory schooling and compel the use of English in elementary schools. Teachers are not at all disposed to leave these issues longer to the states. There will have to be a strong hand in these matters and teachers are in sympathy with what the bill provides. They certainly would not cut down what is in the bill. There are many careful friends of public education who would be glad to see more, rather than less, power given to the department. In any case, it is a cheap campaign trick to cry from the housetop that the proposed department has no powers of supervision. It has as the bill stands. The bill ought to be amended to give it more.

Finally, the whole business of the hundred millions is one of the most amateurish pieces of financial legislation that has ever been put before congress. It is unworthy of a period of education which is equipped with scientific methods of studying school administration.

By all means let us have action on this bill. If its friends are unwilling to have it revised, then let it come up at once for final disposition. If it can be brought into a new and better form, it will be a great blessing to the country. In any case, it will become a menace to educational progress, if it lies much longer in committee and if it is the subject of more unfulfilled promises.

#### JUNIOR HIGH SCHOOL

Junior high schools are in the experimental stage in all parts of the country. They serve in one city one administrative purpose, while in another city they take on a different form and help to bring about a wholly different set of adjustments. No clearer evidence could be supplied of the spontaneous character of the reform which is bringing into existence this new unit of American schools than the variety of types shown by the different schools which carry the name junior high school.

Two striking examples appear in the following quotations, one from Cincinnati, Ohio, and one from New London, Connecticut. The statement from Cincinnati is self-explanatory and is as follows:

Beginning with the opening of this school year the Lafayette Bloom School will be open only to pupils of grades seven, eight, nine, and ten. Pupils in



the seventh and eighth grades of the Twenty-eighth, Sands and Washburn schools will be transferred to Bloom. Pupils in grades one to six heretofore at the Bloom will be transferred to the Sands, Washburn, Webster, Sixth, Twenty-seventh, and Twenty-eighth districts. Pupils promoted to the eleventh grade at Bloom, about fifty in number, will be transferred to Woodward and Hughes high schools. The kindergarten will be retained at Bloom in order that the younger children may attend kindergarten near their own homes and to afford opportunities for the training of junior high school girls in the care of children as a part of their course in homemaking.

When the Lafayette Bloom School was opened in September, 1915, it was intended to be a combination elementary and junior high school in the expectation that there might be a sufficient number of pupils from other elementary schools in the city electing the junior high school course to make it possible to organize junior high school classes of sufficient size for economical administration.

After five years of earnest effort, however, Superintendent Condon states in his report to the Board of Education, this expectation has not been realized. Few pupils have come from other schools and there are not enough in the Bloom district beyond the sixth grade to make it possible to maintain the junior high school classes without a large expense for teachers and equipment for classes which are much below the size for economical and efficient administration. Stating that the matter had been under earnest consideration for more than two years Superintendent Condon concludes that the only possible solution is to reorganize the Bloom School as a junior high school.

The item from New London requires an introduction. That city is blessed with three high schools, two of which are ancient and independent foundations. There is a girls' high school and a boys' high school, both partially endowed and both very conservative. There is also a technical high school of recent origin. It has long been the desire of the state department to bring about some kind of reorganization and unification of this situation. The president of the Board of School Visitors now proposes a plan of combination and unification and advocates a new junior high school as the central element. His comments on this matter are as follows:

I propose that there be erected on the site which the city very generously provided a new junior high school building which shall contain a much needed auditorium and a complete gymnasium equipment of a size sufficient to take care of all the boys and girls in the seventh, eighth, and high-school grades. This building would be used by all, as gymnasium work should be compulsory in all grades above the sixth. This building would also contain sufficient classrooms to care for all seventh-, eighth- and ninth-grade pupils in this city in conjunction with the use which would be made of the high schools.

The effect of this would be to carry out the junior high school idea to its logical conclusion. The pressure on the high schools for seating capacity would be relieved for a long period. The out-of-town pupils attending the vocational school would be obliged to pay a full per capita cost, thus relieving the city of a heavy annual drain. The freeing of the present Nathan Hale building for a first to a sixth-grade building would relieve the over-crowding of all the graded schools. The elimination of the industrial wing from the junior high school plan should enable us to erect the building now proposed for \$500,000. The high school of commerce would cost approximately \$75,000 and the addition to the vocational woodworking shop \$25,000, making the total cost approximately \$600,000.

I believe that the parents will appreciate the benefits of such an arrangement and that some such plan as is proposed must ultimately be adopted to meet the conditions which exist in New London. No parallel case can be found of a city with all its high schools partially endowed and fully controlled by separate boards of trustees. We, therefore, must make our own trail. Let the parents, the board of education, and the high-school trustees carefully consider the matter and, in justice to the boys and girls of New London, present and future, provide for them a public-school system functioning as a complete unit and second to none.

#### GRADING JUNIOR HIGH SCHOOL PUPILS

Superintendent H. A. Perrin of Jacksonville, Illinois, asks for the experience of any principal or student of educational statistics who has dealt with the problem which he describes in the following statement:

We have graded our pupils in the junior high school on the basis of their working ability. We have a number of sections varying from excellent to poor. We use the grading system indicated by letters representing relatively large groups: E=Excellent; G=Good; P=Passing, but poor; F=Failure, below 75 per cent.

The difficulty comes in the fact that we are trying to adapt the work of each section to its particular need. As a consequence, the whole question of gradation arises. If a person in a strong section is given a "G" grade and in a weak section a person is given a "G" grade, there is danger in future classifications in which these people might be classified together in a unit called "Good," though they would have accomplished very different kinds of work and the grades would not be equivalent.

I have searched junior high school literature for suggestions along this line but failed to find any.

#### A SCORE CARD FOR CITIES

Some years ago, Dr. William A. McKeever, of the University of Kansas, conceived the idea of offering a prize of \$1,000 to the

best city in Kansas in which to rear a family. After more than eighty cities had competed for a year or more for the honor, the first place went to Winfield, a community of about 6,000 people. Now, Shawnee, Oklahoma, becomes the leader for that state and is offering \$2,500 to the city which will score highest as a place for children by the date of November, 1921. A regular 10-point score sheet will become the basis of this campaign, which has already attracted wide attention.

The score card is as follows:

- I. *Play*.—Facilities for adequate and safeguarded play at school and in the community. Conditions of parks, playgrounds, and the like.
- II. *Industry*.—Industrial training at school, character building, employment during vacation, conditions of employment of juveniles under sixteen. Systematic thrift instruction.
- III. *Schools*.—Management, equipment, methods of contact with community, modern methods of instruction, management of athletics, adequateness of number of teachers, salaries, and the like.
- IV. *Health*.—Modern methods of nursing, health inspection, clinics, hospital service, dental inspection, handling of contagious disease, and the like.
- V. *Scoutcraft*.—Management of the Boy Scouts, Girl Scouts, or Campfire Girls, facilities for camping, hiking, boating, service work of scouting, organizations. Lessons in Americanization.
- VI. *Moral Safeguards*.—Management of the motion picture, the dance situation, the cigarette problem, the theater, and the general club life of the young.
- VII. *Sociability*.—Facilities for weekly social experience of all adolescent young people, social management in the high school and the churches and homes.
- VIII. *Religion*.—Youths in young people's church societies, Y.M.C.A., Y.W.C.A., enrollment, management, methods in Sunday schools, how these bodies meet the play and recreational interests of the young.
- IX. *Service*.—Clubs and societies of men and women studying and dealing constructively with juvenile problems, projects accomplished and under way, and the like.
- X. *Housing*.—Adequateness of housing, health, sanitation, and other comforts of industrial classes and of the families of lower economic status; together with remediable methods and measures.

#### HIGHER EDUCATION IN EUROPE

Mr. Duggan, director of the Institute of International Education, has issued a report of his observations in regard to the present conditions in some of the universities of Europe.

The following paragraphs summarize his statements about the universities of Great Britain, France, Italy, Switzerland, and Spain.

The universities of the allied countries, and, no doubt of the enemy countries, are very congested this year and will probably be so for the next few years. Large numbers of the men who have been in the army during the past four years have returned to the universities and these, with the normal annual addition, have placed great burdens upon the housing and teaching facilities of the universities. Oxford and Cambridge have been compelled to lighten the restrictions as to where students may reside in order that the students may be housed at all.

Not only will the universities of Europe be congested with students this year but there will be a dearth of teachers. Some of the university professors who went into the service of the government have not yet been relieved of such service; a few, though not so many as in the United States, will not return to university work; a considerable number, especially among the younger teachers, were killed. The French universities especially have been hard hit by the war. At least 25 per cent of the teaching staff of all the lycées and universities were killed; the great school of education, the *École Normale*, lost 80 per cent of its staff. As there could be no recruiting of teachers during the war owing to the absence of men at the front, the handicap is obvious.

Mr. Poterfield, writing for the *New York Evening Post*, gives the following statement regarding the universities of Germany:

For about a year after the armistice the German papers kept giving out reports on the unprecedented prosperity of the German universities. They pointed with the pride of better days to the fact that three new ones (Frankfurt, Hamburg, Cologne) had been opened during the war, listed the number of scientific discoveries made as a result of the war, and could not say enough in praise of the soldiers whose first thought on getting out of their uniforms—or converting them into civilian suits—was to return to their studies. And then suddenly and without notice they began to tell a different tale. Frankfurt was the first to let it be known that things were not going as they should. This youthful university, with an enrolment at present of nearly 5,000 students, formally dedicated while Von Kluck was marching on Paris, is what we would call an endowed institution. But an endowment that was adequate in 1914 hardly pays for the upkeep of the buildings in 1920.

And now comes the news, fearful to the heart of any German, and scarcely a matter of consolation even to the Allies, that the Universities of Halle, Greifswald, and Münster are to be closed. The report has, to be sure, been denied; it has also been “confirmed.” It may or may not be true. It may be only a piece of propaganda on the part of the extreme Right determined to show that under the Ebert government things are going to ruin. But the

statement has been made. And the University of Vienna, which now insists that it is a German institution, is so overcrowded with underfed students that the university senate has informed the present student body that "the entrance requirements will be so changed as to cause a decrease in the enrolment in the coming winter semester." The German universities are in as serious a condition as they have been since the close of the Thirty Years War in 1648.

The reason for all this is not far to seek. An individual may become bankrupt over night, but it takes time for a university to come to grief. It takes money and morals to run a university and Germany is short of both. The universities are just becoming aware of the fact that Germany lost the war. The lecture halls are crowded, but the tuition has been raised 500 per cent and the students cannot pay it. The junior members of the teaching staff receive, at the present rate of exchange, about \$25 a year and they cannot live on it. The universities are trying to solve the problem by promoting the instructors and assistant professors to full professors. A university that has a few thousand students must have a few hundred teachers and to give even the majority of them professorial rank is to welcome bankruptcy.

#### PROVISION FOR BIBLE STUDY IN HIGH SCHOOLS

From Schenectady, New York, comes the following statement of a plan for giving high-school students credit for study of the Bible.

No instruction in Bible study is given in the high school. Any high-school pupil instructed at home, in Sunday school, or in any organized class outside of high school may receive high-school credit toward graduation on passing an examination in Bible study at the high school.

- I. Application for credit in Bible study done outside of the high school shall be made to the principal of the high school by both the student and his parents or guardians on a regular form furnished by the school.
- II. The work done must be upon the courses as outlined and approved by the Board of Education of the City of Schenectady, N.Y., and the State Department of Education.
- III. A report of work done by the student must be made to the principal of the high school four weeks before the final examination. This report shall be made on a regular form furnished by the school.
- IV. In order to receive credit the student must pass a written semi-annual examination upon the course taken during the year. This examination to be made out and judged by the city superintendent or the principal of the high school or his appointees.
- V. No student shall receive more than one-half school credit per term for work done in Bible study.

- VI. Any student in the high school is eligible to take any course of his choice as outlined, if he follows the order of courses as indicated.
- VII. To be eligible for the examination the student and his parents or guardians shall certify that at least two periods of not less than 30 minutes each have been devoted to the Bible study work, at least one period of which has been under an instructor.
- VIII. The examinations will be broad and will allow a liberal choice among the large number of questions.
- IX. Any textbooks recommended by the pupil's outside teacher may be used.

From Atchison, Kansas, comes the following statement:

Atchison's Board of Education, at its regular monthly meeting last night, voted to include a course in Bible study in the Atchison public schools this year. The plan adopted provides for instruction in Bible study for one hour per week, in the high-school building, the work to be under the direction of a member of the high-school faculty. Mrs. F. E. Long, who has had a great deal of experience in Bible instruction, was approved by the board to have charge of the classes.

Rev. George Arnold, pastor of the Presbyterian church, appeared before the Board last night as a representative of the Ministerial Association, and outlined the plan that had been agreed upon by the ministers. There was only one difference between the plan proposed by Rev. Arnold and that adopted by the board. The ministers' plan provided that in case a group of pupils so requested, they could take the study in the church to which they belonged, under the direction of the pastor, and receive the same credit as that to be given pupils who took the work in the high-school building. The school board felt that all of the work should be done under the high-school faculty's direction, if the plan were adopted, and in their final action they provided that no credit should be given for work in Bible study done outside of the school classroom.

The textbook to be used this year is Burgess' "Life of Christ," a simple but comprehensive outline of the life of Jesus, based on a harmony of the Four Gospels. The book was recommended by the Ministerial Association.

Pupils will not be required to take the work in Bible study. It is classed under what is known as electives in the high-school curriculum, and only those pupils who elect to take it will enter the course, which is open to members of all four classes in the high school.

In the schedule of classes in the high school, the Bible study has been assigned to the fifth and sixth periods of Thursday afternoon of each week.

Professor H. P. Study, superintendent of the schools, in his outline of the plan last night, emphasized that the work would be absolutely devoid of sectarianism, higher criticism, and denominationalism, but would be a simple study of Biblical history and literature. "In fact," Prof. Study stated, "the

course will be called 'Biblical history and literature.' As long as I have been connected with public-school work the material we will take up in this course has been taught in the public schools, in the classes in history and the classes in literature. The only difference under the present plan is that we will separate the religious literature from the secular, and the religious history from the secular, and teach them in separate courses. The present scheme is only an elaboration and an elongation of the old courses, and I'm sure that the plan will work out nicely."

Already seventeen pupils in the high school have signed to take the course in Bible study, and it is estimated that when the class has been organized at least thirty-five will have signed for the work.

## NEWS ITEMS FROM SECONDARY SCHOOLS

### A PURPLE AND WHITE WEEK

*Central High School, Omaha, Nebraska.*—Last spring we had a big booster celebration here which was known as "Purple and White Week"—the name taken from the school colors. A whole program of interclass contests was arranged, largely between the Freshmen and Sophomores on the one hand and Juniors and Seniors on the other. These contests were in written songs and school yells, debate, orchestra, military drill, volley-ball (girls), work for the school paper, basket-ball, chorus work, decoration, dramatics, art, Latin, French, Spanish, handball, and conduct. All preparation for the contests was made outside of school and the contests themselves given outside of regular school hours. They took place before school in the morning, during luncheon periods, and after school. The last day of the contest was given over to a general program and contests for the school itself. Each organization vied with every other organization, trying to see just how much it might do for the school. Prizes were given here as well as for the items above.

The primary purpose of the whole contest, in the language of the student, "was to develop and arouse school spirit." It succeeded admirably and seems to offer a means of bringing the students together and of developing a fine spirit as no other enterprise has done in our high school of 2,300. As a principal I believe that one of the biggest problems we have is to keep up the right sort of public opinion and morale in our high schools. This celebration seems to be a big help.

J. G. MASTERS

## CASES IN A PSYCHOLOGICAL CLINIC

*Lincoln School, Youngstown, Ohio.*—Examples of the discoveries made largely through the work of the psychological clinic:

Mamie entered school four years ago, before the clinic had been established. Although she had teachers far above the average, she made almost no progress in school work. She could not learn to read, could not retell a story, did not seem to be able to master the simplest games, could not perform gymnastic exercises, seemed to have no more intelligence than a three-year-old child. Mamie was kept in the same grade for five semesters, and when the clinic was established was pronounced mentally defective and incapable of being educated. Because she showed marked ability in the test in designing, it was recommended that she be given work of that kind. An expert designer became interested in her case and attempted to develop her talent. She could not learn to take measurements but she could look at a subject, design a costume, and cut it to fit. She does not like to sew and cannot do it well, but she becomes quite angry if a seamstress does not do the work well. The expert says she possesses exceptional ability and that she has designed costumes which far surpass anything he himself has been able to turn out.

Harry learned to read after having been in the first grade four semesters but even then could not read as well as many children who had had but one semester's work. He was slow in all school exercises except mechanical operations in arithmetic. He mastered the number combinations much quicker than the ordinary child. Harry was found mentally defective. His teachers observed that he liked to repair broken toys, the more complicated the operation the better. Children brought their broken toys to school for Harry could always fix them. The coaster brake of a bicycle was worn out but Harry soon had it working perfectly. As he could not be compelled to go to school on account of his lack of mental ability, he was permitted to play about a garage. There he tore down an old automobile and put it together so it would run, making the missing parts himself. When he was old enough, he started to work in the garage. His fellow-workmen say he is a genius and that he can discover a method of repairing anything. They say he frequently simplifies the mechanism of a machine without losing any of its efficiency. He works in a shop where his inventive genius has every opportunity to assert itself and is happy in his work.

Thomas was found to be far below normal in mental ability but surprised his examiners by telling them the key in his auditory test. His teachers had found him far above ordinary ability in music. He read notes readily and could sing in tune. The family had no musical instrument in the home. Thomas seemed able to recognize accurately any key sounded on the piano. He is taking lessons on the piano and is making admirable progress. Though he has never had any lessons on any other musical instruments, he is able to play a number of them very creditably. He plays by ear or by note. He



likes to direct an orchestra or a choral but takes more delight in playing or singing in one of these. So far we have not noticed him doing anything in musical composition and we do not know that he possesses ability in this line. He loves music and would willingly miss his meals to play on a musical instrument. His parents are going to see that he secures a good musical education.

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